



2020-21 Phase Three: Closing the Achievement Gap
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2020-21 Phase Three: Closing the Achievement Gap Diagnostic

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Table of Contents

2020-21 Phase Three: Closing the Achievement Gap Diagnostic	3
I. Achievement Gap Group Identification	4
II. Achievement Gap Analysis	5
III. Planning the Work	8
Attachment Summary	9

2020-21 Phase Three: Closing the Achievement Gap Diagnostic

The **Closing the Achievement Gap Report** is required by KRS 158.649, which requires the school-based decision making council, or the principal if no council exists to set the school's targets for eliminating any achievement gap. The targets should be established with input from parents, faculty, and staff and submitted to the superintendent for consideration and the local board of education for adoption.

In addition to being a legal mandate, the Closing the Achievement Gap Report is also a vital component of the continuous improvement process. The report is designed to underscore a school's trend data (i.e. two-year window) relating to its individual gap groups. Upon completion of the **Closing the Achievement Gap Report**, schools will have already engaged in a significant piece of school improvement work by intentionally focusing on the gaps that exist among its underserved student populations.

I. Achievement Gap Group Identification

Schools should use a variety of measures and analysis to conduct its annual Closing the Achievement Gap Report pursuant to KRS 158.649.

- . Complete the [Achievement Gap Group spreadsheet](#) and attach it.

See attachment

ATTACHMENTS

Attachment Name

II. Achievement Gap Analysis

A. Describe the school's climate and culture as they relate to its achievement gap population.

Currently, CES is a pre-kindergarten through fifth grade school. Our present enrollment stands at 586: 34 preschool students; 96 kindergarten students; 104 first grade students; 87 second grade students; 77 third grade students; 84 fourth grade students and 104 5th grade students. Camargo Elementary is a school-wide Title I school with a free/reduced percentage of about 73%; a minority percentage of about 8%, a homeless percentage of less than 2.2%

B. Which achievement gaps has the school successfully **closed**? Use specific data from the previous two academic years when analyzing trends.

In the 2017-2018 school year the students with disabilities population was at 28.1% P/D as compared to the whole school of 50.0% P/D in reading. In math, the students with disabilities at 18.8% P/D as compared to the whole school at 45.2% P/D. In the 2018-2019 school year had a decrease to 15.7% P/D as compared to the whole school decrease to 48.4% P/D in reading. In math the students with disabilities population decreased to 15.7% P/D as compared to whole school decrease to 42% P/D.

C. Based upon the analysis of the school's achievement gap data, identify the gap groups and content areas where the school has **shown improvement**. Use specific data from the previous two academic years when analyzing trends.

No KPREP data for the 2019-2020 data due to the COVID-19 pandemic. Based on the information from the 2017-2018 school year and the 2018-2019 school year we have no groups that have shown improvement.

D. Based upon the analysis of the gap data, identify the gap groups and content areas where the school has **lacked progression or regressed**. Use specific data from the previous two academic years when analyzing trends.

No KPREP data for the 2019-2020 data due to the COVID-19 pandemic The 2017-2018 school year the GAP group of students with disabilities were at 28.1% P/D in reading and regressed in the 2018-2019 school year to 15.7% P/D. In math the GAP group of students with disabilities were at 18.8% P/D and regressed in the 2018-2019 school year to 15.7% P/D.

E. Describe the processes, practices and/or conditions that have prevented the school from closing existing and persistent achievement gaps.

Over the past few years, Camargo Elementary has seen an increase in the number of students with traumatic backgrounds as well as students experiencing recent traumatic situations in their home lives. Camargo also has a large population of students and families with severe economic disadvantages. These disadvantages and traumatic backgrounds that our students experience have been magnified during the 2020 COVID pandemic. Due to these circumstances, it requires that Camargo Elementary eliminate barriers that our economically disadvantaged populations experience during periods of learning from home. Additionally, Camargo Elementary staff need to be aware of and support students who have or are currently experiencing trauma.

F. Describe the process used to involve teachers, leaders, and other stakeholders in the continuous improvement and planning process as it relates to closing the achievement gap. List the names and roles of strategic partners involved.

Teachers and administration teams meet periodically to discuss student progress and social emotional and resource barriers that students face during the 2020 COVID pandemic. Teachers, special education teachers, and administration teams work together to make sure students are receiving on grade level instruction and targeted intervention. Additionally, teachers, administration teams, and FRYSC work together to ensure that student's social emotional and basic needs are met during times that students are learning from home and when learning in school.

G. Describe in detail the school's professional development plan related to its achievement gaps.

(Note: School-based decision making councils, or principals in schools where no council exists, are required by KRS 158.649(8) to submit revisions to the school improvement plan describing the use of professional development funds to reduce achievement gaps for review and approval by the superintendent. Superintendents shall report, pursuant to KRS 158.649(9), to the local school board and Commissioner of Education schools failing to meet targets to reduce the gap in student achievement for any student group two years in a row, and improvement plans for those schools will be subject to review and approval by KDE.)

Teachers participated in a book study and frequent professional development opportunities concerning childhood trauma as it relates to development and academic achievement. These trainings assist teachers and the administration team

in helping students who have experienced trauma. Teachers will also participate in professional development opportunities centered around technology to strengthen virtual instructional delivery. These trainings will include instruction on utilizing various programs such as Google Classroom, Zoom, assistive technology, etc. There will be additional professional development on math instruction (concrete, semi-concrete, abstract teaching) and guided writing.

III. Planning the Work

. List all measurable goals for each identified gap population and content area for the current school year. This percentage should be based on trend data identified in Section II and based on data such as universal screeners, classroom data, ACT, and Response to Intervention (RTI). Content areas should never be combined into a single goal (i.e., Combined reading and math should always be separated into two goals – one for reading and one for math – in order to explicitly focus on strategies and activities tailored to the goal).

1. Camargo Elementary will increase the percentage of students with disabilities scoring proficient and distinguished in reading from 15% to 18%.
2. Camargo Elementary will increase the percentage of students with disabilities scoring proficient and distinguished in math from 15% to 18%.

Step 1: Download the [Closing the Achievement Gap Summary](#) spreadsheet.

Step 2: Complete your findings and answers.



Step 3: Upload the Completed Closing the Achievement Gap Plan Summary spreadsheet.

See attachment

ATTACHMENTS

Attachment Name

Attachment Summary

Attachment Name	Description	Associated Item(s)
 CES Achievement Gap Group Identification 2020	Camargo Elementary School's achievement Gap Group for 2020-2021	• I
 CES- Planning the Work 2020	Camargo Elementary School's planning the work 2020	• III